

Introduction and process

The Chartered Institute of Building is the world's largest and most influential professional body for construction management and leadership across the built environment.

We have a Royal Charter to promote the science and practice of building and construction for the benefit of society, and we've been doing that since 1834. Our members work worldwide, and across the island of Ireland in the development, conservation and improvement of the built environment.

We accredit university degrees, educational courses and training in universities and colleges in Ireland. Our professional and vocational qualifications are a mark of the highest levels of competence and professionalism, providing assurance to clients and other professionals procuring built assets.

The CIOB also has a dedicated policy and research function, whose expertise we have drawn on in the preparation of this response. To ensure that we captured the breadth of views from thousands of CIOB members across Ireland, we ran a month-long consultation process using the Consultation Paper - 'Review of Qualifications for Engineering Roles in the Local Government Sector' - provided by the Department of Housing, Local Government and Heritage.

Context

There is an ongoing issue relating to the recognition of Construction Management (CM) qualifications within the public sector, particularly within Local Authorities. To wit, there are quite a lot of members of the CIOB qualified as Construction Managers (MCIOB qualification) currently employed as Engineers within the public sector, who now face challenges in relation to promotional opportunities.

It is the CIOB's view that this ministerial review is an opportunity to grant greater recognition to MCIOB in the Local Authority sector. As discussed below, this recognition would reflect international benchmarking of MCIOB as Honours Degree Equivalent; as well as MCIOB's status as a qualification which directly addresses the key competencies for the role of Senior Executive Engineer in Local Authorities.

MCIOB Benchmarking

The CIOB has various routes to Chartered Membership to suit professionals working in the built environment. Chartered professionals are entitled to use the designation MCIOB (Member CIOB), which is awarded to individuals who successfully demonstrate the required competencies for Construction Manager through the Professional Review.

The MCIOB designation has been independently benchmarked by the UK Government's qualifications recognition agency, ENIC, which states that it is comparable to an Honours Bachelor's Degree or, as per the national Framework of Qualifications Ireland (NFQ), level 8. [See Appendix 3 for more details.](#)

The CIOB's Professional Review is the final stage to Chartered MCIOB membership that assesses candidates' competences and allows employers or line managers to verify a candidate's ability to carry out the work of a qualified Construction Manager. The benchmarking study of MCIOB includes an in-depth analysis of the Professional Review's entry requirements, assessment objectives and quality assurance processes. The benchmarking study finds that the majority of the Qualifications and Credit Framework for England, Wales and Northern Ireland (QCF) Level 6 descriptors were met by the Professional Review assessment objectives, equivalent to NFQ Ireland level 8. [See Appendix 3 for more details.](#)

As regards recognition of benchmarking, it is international in scope and does apply to Ireland, as ENIC is set up to offer comparability between qualifications from one country to another. The point is to make it unnecessary to seek recognition in each individual territory, but for those territories to use the ENIC assessments, which are cross-referenced across the globe via the Ecctis system, allowing the assessment of one ENIC to be accepted by another.

The current review

In the context of the current ministerial review, given this benchmarked recognition of MCIOB, we therefore think it is appropriate to grant recognition of Construction Management qualifications for Engineering & Project Management roles within the Local Authorities and other public bodies.

Appendix 1 shows a copy of an information booklet for a Senior Executive Engineer position where the duties, essential requirements and key competencies all align with those of a Construction Manager (e.g. MCIOB). Currently, the main stumbling block to recognition of MCIOB is around the educational requirement which is stated by the Public Appointments Service as "*hold an honours degree (level 8 in the National Framework of Qualifications) in Engineering.*" However, as discussed, MCIOB has been benchmarked as being honours bachelor's degree/level 8 equivalent by ENIC. We therefore urge the review panel to use this review as an opportunity to align Local Authority requirements with international standards.

Further, in other public sector bodies, the educational requirements have evolved into more broadly defined criteria, allowing for Construction Managers (and other disciplines) to qualify for these positions. Recent examples include:

Uisce Eireann: DBO Engineer

Relevant third level qualification (e.g., civil or mechanical engineering or equivalent scientific qualification)

Housing Agency: Executive Engineer

Level 8 degree in Engineering/Architecture, Building Surveying or equivalent and five years relevant experience in the construction industry or in housing

OR

Appropriate construction or engineering related qualifications and a minimum of 7 years' experience with a minimum of 5 years' experience working on construction and/or residential projects

Housing Agency: Project Manager - Senior Executive Engineer Grade

Level 8 degree in Engineering/Architecture, Building Surveying or equivalent and five years relevant experience in the construction industry or in housing

OR

Appropriate construction or project management related qualifications and a minimum of 10 years' experience with a minimum of 5 years' experience at construction management and/or project management

Office of Public Works: Engineer Grade II (Civil)

Hold a minimum Level 8 qualification on the National Framework of Qualification in Civil Engineering, Engineers Ireland accredited.

OR

Hold a qualification which would be acceptable to the Department of Agriculture, Food and the Marine as being at least equivalent for the purpose of this competition

National Transport Authority: Senior Project Manager (Engineer Grade I)

Hold a minimum of an NFQ degree level qualification in a relevant discipline, being engineering or project management or equivalent

Transport Infrastructure Ireland: Engineer - Grade 2

Degree or 3rd level professional qualification (Irish NFQ Level 8 or equivalent) in an engineering or relevant allied discipline

Given the broader nature of Engineering roles within the public sector (as evidenced in the job description in appendix 1, and the above educational requirements), the CIOB would like to make the following points:

1. Engineering roles within the public sector/local authority have evolved into broader roles which include significant aspects of construction/project management roles (as evidenced in the information booklet in appendix 1)
2. The current recruitment crisis within the public/local authority sector and the need to deliver significant housing and infrastructure projects, necessitates a rethink on educational qualifications
3. Many public sector bodies are now recruiting from a broader pool of qualifications to address the housing/infrastructure and recruitment crisis (as demonstrated above)

4. Construction Management qualifications (both academic and professional) can address the requirements for engineering and PM roles within the public/local authority sector and are worthy of inclusion within the scope of the review & recognition by the Public Appointments Service

Conclusion

The CIOB accredits qualifications in Higher Education Institutions (HEIs) across Ireland, and our colleagues in the HEI sector are supportive of greater recognition of Construction Management qualifications within the LA sector. We reiterate that the MCIOB (Chartered Construction Manager) is an appropriate qualification in addressing the key competencies for the role of Senior Executive Engineer. In appendix 2 there is a copy of the key competencies for the Senior Executive Engineer role, along with a mapping of them against the 14 competencies required for CIOB's Professional Review, which leads to MCIOB status. The CIOB competencies clearly address those specified for the role of Senior Executive Engineer. Taken alongside the international benchmarking of MCIOB as honours degree equivalent, it is our view that MCIOB merits greater recognition at Local Authority level, and that this Ministerial Review is an opportunity to grant that recognition.

We would welcome the opportunity to engage with the panel on any of the points raised in this response.

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Appendix 1: Senior Executive Engineer key competencies

KEY COMPETENCIES

A competency model has been developed for the Senior Executive Engineer role.

<p>Strategic Management and Change</p>	<p>Strategic Ability Displays the ability to think and act strategically. Can translate strategy into operational plans and outputs, Evaluates capacity and performance against objectives, Demonstrates innovation and creativity to secure successful strategic outcomes.</p> <p>Political Awareness Has a clear understanding of the political reality and context of the organisation.</p> <p>Networking and Representing Develops and maintains positive and beneficial relationships with a range of stakeholders. Builds networks of technical and professional contacts. Promotes and sustains an appropriate, positive, and cohesive image for the organisation it represents.</p> <p>Bringing about Change Demonstrates flexibility and an openness to change. Develops and initiates change management programmes to meet end objectives. Influences others and fosters commitment to change.</p>
<p>Delivering Results</p>	<p>Problem Solving and Decision Making Can pinpoint critical information and address issues logically. Understands the context and impact of decisions made. Acts decisively and makes timely, informed and effective decisions.</p> <p>Operational Planning Contributes to operational plans and develops team plans in line with priorities and actions for their area of operations. Delegates, tracks and monitors activity. Establishes high quality service and customer care standards.</p> <p>Managing Resources Manages the allocation, use and evaluation of resources to ensure they are used effectively to deliver on operational plans, Drives and promotes reduction in cost and minimisation of waste</p> <p>Delivering Quality Outcomes Promotes the achievement of quality outcomes in delivering services, Organises the delivery of services to meet or exceed the required standard, Evaluates the outcomes achieved, identifies learning and implements improvements required,</p>
<p>Performance through People</p>	<p>Leading and Motivating Motivates others individually and in teams to deliver high quality work and customer focused outcomes. Develops the competence of team members and helps them meet their full potential. Leads by example in terms of commitment, flexibility and a strong customer service ethos.</p> <p>Managing Performance Effectively manages performance Empowers and encourages people to deliver their part of the operational plan.</p> <p>Communicating Effectively Recognises the value of communicating effectively with all employees. Actively listens to others. Has highly effective verbal and written communication skills. Presents ideas clearly and effectively to individuals and groups.</p>
<p>Personal Effectiveness</p>	<p>Relevant Knowledge Keeps up to date with current developments, trends and best practice in their area of responsibility. Demonstrates the required specialist knowledge, understanding and training for the role. Has strong knowledge and understanding in relation to statutory obligations of Health and Safety legislation and its application in the workplace.</p> <p>Resilience and Personal Well Being Demonstrates appropriate and positive self confidence. Remains calm under pressure and operates effectively in an environment with significant complexity and pace.</p> <p>Integrity Behaves in an honest, trustworthy and respectful manner and is transparent, fair and consistent in dealing with others</p> <p>Personal Motivation, Initiative and Achievement Is enthusiastic about the role and sets challenging goals to achieve high quality outcomes. Is self motivated and works to keep knowledge and skills up to date. Anticipates situations and acts to pre-empt problems. Creates new opportunities. Is persistent when faced with difficulties. Engages in regular critical reflection in order to identify how own performance can be improved.</p>

Appendix 2: Draft mapping of competencies

	Senior Executive Engineer	Chartered Construction Manager (MCIOB)
Strategic Management and Change	<p>Strategic Ability</p> <p>Displays the ability to think and act strategically. Can translate strategy into operational plans and outputs. Evaluates capacity and performance against objectives. Demonstrates innovation and creativity to secure successful strategic outcomes.</p>	<p>2.4 Strategic Management/Financial Management</p> <p>2.6 Innovation</p>
	<p>Political Awareness</p> <p>Has a clear understanding of the political reality and context of the organisation.</p>	<p>3.1 Professional Judgement and Responsibility</p>
	<p>Networking and Representing</p> <p>Develops and maintains positive and beneficial relationships with a range of stakeholders. Builds networks of technical and professional contacts. Promotes and sustains an appropriate, positive, and cohesive image for the organisation it represents.</p>	<p>2.1 Communication</p> <p>2.3 Managing Information</p>
	<p>Bringing about Change</p> <p>Demonstrates flexibility and an openness to change. Develops and initiates change management programmes to meet end objectives. Influences others and fosters commitment to change.</p>	<p>2.6 Innovation</p>
Delivering Results	<p>Problem Solving and Decision Making</p> <p>Can pinpoint critical information and address issues logically. Understands the context and impact of decisions made. Acts decisively and makes timely, informed and effective decisions.</p>	<p>2.2 Decision Making</p>
	<p>Operational Planning</p> <p>Contributes to operational plans and develops team plans in line with priorities and actions for their area of operations. Delegates, tracks and monitors activity. Establishes high quality service and customer care standards.</p>	<p>1.1 Planning and Organising Work</p>
	<p>Managing Resources</p> <p>Manages the allocation, use and evaluation of resources to ensure they are used effectively to deliver on operational plans. Drives and promotes reduction in cost and minimisation of waste</p>	<p>1.1 Planning and Organising Work</p>
	<p>Delivering Quality Outcomes</p>	<p>1.3 Managing Quality</p>

	Promotes the achievement of quality outcomes in delivering services. Organises the delivery of services to meet or exceed the required standard. Evaluates the outcomes achieved, identifies learning and implements improvements required.	
Performance through People	Leading and Motivating Motivates others individually and in teams to deliver high quality work and customer focused outcomes. Develops the competence of team members and helps them meet their full potential. Leads by example in terms of commitment, flexibility and a strong customer service ethos.	2.5 Developing People and Teams
	Managing Performance Effectively manages performance Empowers and encourages people to deliver their part of the operational plan.	1.1 Planning and Organising Work 2.5 Developing People and Teams
	Communicating Effectively Recognises the value of communicating effectively with all employees. Actively listens to others. Has highly effective verbal and written communication skills. Presents ideas clearly and effectively to individuals and groups.	2.1 Communication
	Relevant Knowledge Keeps up to date with current developments, trends and best practice in their area of responsibility. Demonstrates the required specialist knowledge, understanding and training for the role. Has strong knowledge and understanding in relation to statutory obligations of Health and Safety legislation and its application in the workplace.	1.2 Managing Health, Safety and Welfare/Wellbeing 1.4 Sustainable & Environmental Practices in Construction 1.5 Knowledge of Commercial, Contractual and Legal Issues
Personal Effectiveness	Resilience and Personal Well Being Demonstrates appropriate and positive self confidence. Remains calm under pressure and operates effectively in an environment with significant complexity and pace.	3.1 Professional Judgement and Responsibility
	Integrity Behaves in an honest, trustworthy and respectful manner and is transparent, fair and consistent in dealing with others	3.1 Professional Judgement and Responsibility 3.2 Commitment to abide by the Rules and Regulations of Professional Competence & Conduct
	Personal Motivation, Initiative and Achievement Is enthusiastic about the role and sets challenging goals to achieve high quality outcomes. Is self motivated and works to keep knowledge and skills up to date. Anticipates situations and acts to pre-empt	3.3 Commitment to Continuing Professional Development

	problems. Creates new opportunities. Is persistent when faced with difficulties. Engages in regular critical reflection in order to identify how own performance can be improved	
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Appendix 3: NARIC Ireland and QQI Comparability statement



QQI

Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

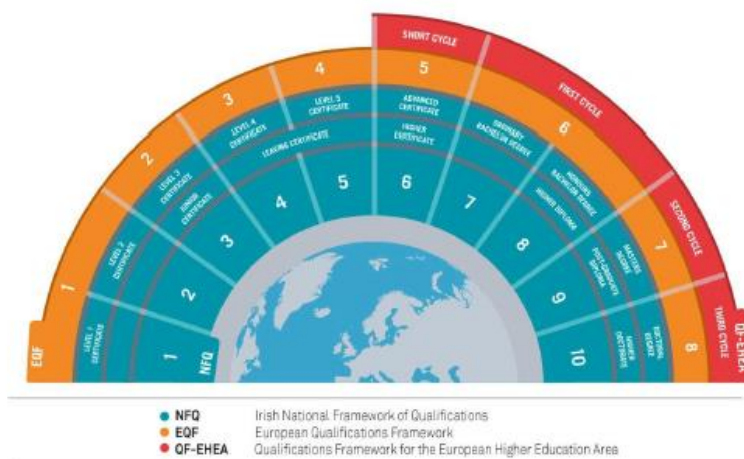
Advice on Academic Recognition of a Foreign Qualification Comparability Statement

Foreign Qualification:	Award at Level 6
Country:	UK
NFQ Award-Type / Level:	An Award at Level 8
NFQ LEVEL SUMMARY Learning outcomes at Level 8 relate to an understanding of the theory, concepts and methods pertaining to a field (or fields) of learning, with innovation as a key feature. The outcomes include an awareness of the boundaries of the learning in the field and the preparation required to push back those boundaries through further learning. The outcomes relate to adaptability, flexibility, ability to cope with change and ability to exercise initiative and solve problems within their field of study. In a number of applied fields the outcomes are those linked with the independent, knowledge-based professional. In other fields the outcomes are linked with those of a generalist and would normally be appropriate to management positions.	

The recognition advice provided above is based on current understandings of the comparability of qualifications on the basis that qualifications are awarded by nationally recognised awarding bodies in their country of origin. The advice given may need to be re-examined in the future on the basis of changes and developments in national and international education and training systems and our knowledge thereof. We welcome feedback on the information provided; feedback should be submitted through the QHelp portal at www.QQI.ie

The advice presented does not represent access to employment, a regulated profession or education and training. The information provided may assist an employer, professional recognition body or education and training provider determine if an applicant holds the qualifications deemed necessary for employment/programme entry. However, final recognition decisions for the purposes of accessing further education and/or employment are made by education institutions, professional recognition bodies and employers.

The National Framework of Qualifications (NFQ) for Ireland is used to place foreign qualifications in the context of the Irish education and training system. The major awards in the NFQ have been referenced to the EQF and aligned to the QF-EHEA.



For further information consult: www.nfq.ie www.qqi.ie
DQG 2015



NARIC Ireland, based at QQI, acts as the Irish ENIC-NARIC centre providing advice on the general academic recognition of foreign qualifications in Ireland and promoting the recognition of Irish qualifications abroad. See www.enic-naric.net

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Please see our User-Guide at www.naric.ie